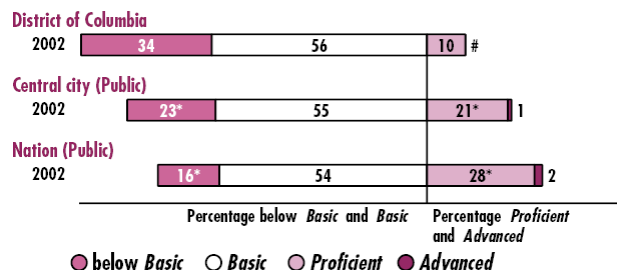


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300. In 2002, District of Columbia was among the urban districts that voluntarily participated in the NAEP writing assessment on a trial basis.

Overall Writing Results for District of Columbia

- The average scale score for eighth-grade students in District of Columbia was 128.
- District of Columbia's average score (128) was lower¹ than that of the nation's public schools (152). District of Columbia's average score was lower than that of public schools in central cities² (143).
- The percentage of students who performed at or above the NAEP *Proficient* level was 10 percent. The percentage of students who performed at or above the *Basic* level was 66 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in District of Columbia

Reporting groups	Percentage of students ³	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	49	120 ↓	43 ↑	52 ↓	6 ↓	#
Female	51	136 ↓	25 ↑	61 ↑	14 ↓	#
White	3	---	---	---	---	---
Black	87	126 ↓	36 ↑	57	8 ↓	#
Hispanic	8	130	33	56	11	#
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	67	123 ↓	39 ↑	55	6 ↓	#
Not eligible	32	140 ↓	23 ↑	60 ↑	16 ↓	#
Information not available	1	---	---	---	---	---

Average Score Gaps Between Selected Groups

- Female students in District of Columbia had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in District of Columbia.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in District of Columbia.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (21 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 th Percentile	50 th Percentile	75 th Percentile
District of Columbia	105 ↓	128 ↓	152 ↓
Central city (Public)	117 ↓	144 ↓	170 ↓
Nation (Public)	127	153	178

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below 178, while 75 percent of students in District of Columbia scored below 152.

Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from District of Columbia.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

² Central city includes nationally representative public schools located in central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison at eighth grade, non-White students comprised 61 percent of students in central city public schools and 36 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 48 percent of students in central city public schools and 34 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Trial Urban District Writing Assessment.